



# Trinity High School



## Work Placement Strategy 2023-2024



## **Rationale**

Young people in Trinity High School deserve the very best educational experience that sets them up well for life beyond school.

Young people are entitled to a Work Placement and therefore we should ensure that they get this opportunity to improve their skills and expose them to the world of work in a safe environment, supported by school staff and their parents/carers.

In Developing the Young Workforce, Work Placement Standard 2015, it states that-

**Work Placements should enable young people to experience a relevant, challenging, enjoyable and appropriate learning experience within the contemporary workplace. A placement should help a young person to make informed decisions about their future careers. Work Placements should adhere to a set of clear expectations for young people, employers, parents/carers, schools, and local authorities on what Work Placements should deliver.** *Developing the Young Workforce, Work Placement Standard, 2015.*

In the DYW Work Placement Standard it states that generally there is a belief that Work Placements should be a week-long experience in S4, however, 'this singular opportunity is not sufficient to provide a meaningful experience of work'. Consequently, over time the term work experience has been replaced with the term Work Placement to reflect the new focus on flexibility, and personalisation dependent on the individual pupil and their needs. Therefore, an improvement on our offer is necessary to ensure pupils gain the experience they need to move into a positive and sustained destination at a time that is appropriate for them and their needs. This sentiment was reflected by our young people through our Senior Phase Pupil Surveys across Renfrewshire Council.

## **What can Work Placements look like?**

Firstly, there are currently several ways young people can develop skills for work. The following list identifies some of these opportunities which can be used at any point during a pupil's secondary education:

- Learning in simulated work environments
- Enterprise activities
- Mock interviews
- Careers events



- Research tasks
- Employer presentations
- Site visits
- Personal skills analysis activities
- Work Placement activities.

For pupils to take part in a Work Placement, pupils must be aged 14 and above for health and safety reasons. The *Education (Scotland) Act 1980* provides the legal basis to allow students below the statutory school leaving age to participate in Work Placements from 1<sup>st</sup> of May prior to a young person's statutory leaving year. In *Determined to Succeed: A Review of Enterprise in Education 2002*, the review group recommended that all pupils over the age of 14 should have an opportunity for work-based vocational learning which should be linked to their accompanying relevant qualifications.

The Developing the Young Workforce have identified several potential Work Placement models:

- multiple introductory Work Placements (half day or single day experiences potentially increasing the exposure to the workplace over time).
- timetabled opportunities to undertake Work Placements at an agreed time each week within the school week, for a mutually agreed period.
- an introductory week-long experience to the workplace followed by additional opportunities; and
- placements undertaken out-with the school day (during term holidays e.g., internship model).

### **S3 into S4 Curriculum Model:**

- Young People who have chosen Skills Academy as part of their options programme will be given the opportunity to experience work placement relating to their intended future post school destination.
- Pupils will then be given opportunities to receive further Work Placement opportunities in S4, S5 or S6 dependent on when they are intending to leave, level of support required and potential pathway. These placements could be factored into a young person's timetable, part of a term, or a more traditional one-week placement.



#### **S4 into S5 Curriculum Model:**

- Work Placement is tailored for S5 pupils who have been identified as leaving Christmas of S5 or Summer of S5.

#### **S5 into S6 Curriculum Model:**

- A flexible approach to Work Placements
- Trinity will target specific groups of cohorts using data, Pathways, SDS valuations and school information to enhance their learning and support them into a positive and sustained destination. This will support UCAS application forms and provide enhanced accreditation where appropriate.

#### **Advantages of Work Experience Strategy**

- Very flexible and dependent on the individual. Almost all pupils would have Work Placement organised before their point of exit. For pupils the Work Placement will be tailored to support individuals.

